

# A Star Kids Nursery

1 Rosewood Avenue, HORNCHURCH, Essex, RM12 5LH

<b>Inspection date</b>	10/09/2014
Previous inspection date	18/03/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff sensitively respond to children's comments and questions. This means that children develop their knowledge and are confident to communicate with staff.
- Children are engaged in stories during group story times. Staff organise these small groups well.
- Staff support children well when they are new to the setting and as they prepare for school. Staff use a range of strategies to support children as they experience these changes.
- Staff use the facilities in the local area well to provide a variety of interesting trips for children.

### It is not yet outstanding because

- Staff do not provide an attractive book area to encourage children to choose books to share or to look at on their own.
- Occasionally, some staff miss opportunities to follow children's lead when they want to combine different resources to develop their play.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector completed a joint observation with the deputy manager.
- The inspector spoke with children, parents, staff and managers at appropriate times of the day.
- The inspector sampled documentation including policies, staff files and children's development files.
- The inspector observed staff and children during routines and planned and spontaneous play activities.

## Inspector

Lesley Hodges

## Full report

### Information about the setting

A Star Kids Nursery is one of two settings owned by a private individual. It registered in 2012 and operates from a purpose-built building in Elm Park, in the London Borough of Havering. Children use five rooms and have access to an enclosed outdoor play area. The setting is open in term time only. The pre-school hours are 9am until 3pm and the breakfast and after school provisions open from 7am until 8.30am and from 4pm until 6pm. There are currently 26 children on roll from two years to under five years. Children attend a variety of sessions. The setting receives funding for the provision of free early education for children aged three and four. It supports children who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting employs six members of staff. The manager and the deputy manager both hold Early Years Professional Status, and the manager also has a BA (Hons) in Early Childhood.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend the programme for literacy by providing an attractive book area where children are encouraged to choose books for pleasure
- respond to children's requests to combine different resources so that they can extend and develop their play.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Teaching for all children is good in this pre-school. Staff consistently support children's communication skills during play and routines. They use aspects of Every Child a Talker training to enhance children's communication by asking open questions and giving children time to think about their answers. For example, children enjoy making large constructions in the outside area. Attentive staff encourage their ideas for different structures to make. They ask questions to encourage children to think about how they are going to build and balance their structures. Children enjoy building a tall tower and then build steps so that they can reach the top of it. Children are enthusiastic and celebrate as they climb the steps and touch the top brick. This activity is a good example of how staff encourage children's thinking and communication skills. Children also show that they are confident about making choices for their own learning with good support from staff. As a further consequence of this type of play, children are developing their imagination and physical skills well. Staff carefully repeat what children have said to clarify meanings, and provide

good examples of correct speech.

Staff plan effectively for individual children. Experienced staff respond well to children's interests and curiosity. For example, children can experiment with messy play by exploring what happens when they mix the paint with the dough. They enjoy using different resources to paint the dough to change its colour, closely observing the change and the different ways they can use the paint. There are occasions, however, when some less experienced staff are reluctant to follow children's lead when they want to combine different resources to enhance their play. This means that children's curiosity is not always fostered as they explore their environment.

Written plans and observations are effective. As a result of precise observations, staff know children well and plan for the next steps in their learning. Staff use children's interests to encourage them to participate in activities. For example, staff introduce cars and trains into painting activities to encourage the children to make track marks. They provide large pieces of paper on the floor, along with different resources to encourage early writing skills for those children who are reluctant to join in with table top activities. This means that all children can experience a full range of these activities to develop their skills. Staff provide a varied range of books to encourage children's early literacy skill. Children sit to look at books at set times of the day; however the book area does not provide an inviting area that encourages children to choose books at different times of the day.

Staff complete progress reports for children, which they share with parents regularly. This means that parents feel informed about their children's progress through informal daily feedback and pre-arranged meetings. Staff use information from parents to plan for children's learning and overall development. For example, they help children to gain confidence in the pre-school by sharing information about their play, so that parents can share this information with children at home. Children in the after school club take an active part in planning their play and activities. They plan different displays with staff who listen carefully to what they would like to do. This means that children feel involved and valued at the club.

Children of all ages enjoy group story times and staff plan these well. Following a recommendation made at the last inspection, the provider has made changes to the way the sessions are organised. These changes mean that children are not disturbed by other events around them and can eagerly concentrate on stories. Children enjoy making animal sounds and naming different animals. The smaller groups allow staff to monitor children's engagement more effectively and give children greater opportunities to join in with comments about the stories.

### **The contribution of the early years provision to the well-being of children**

Caring staff sensitively support and comfort children who are new to the setting as they become familiar with the environment and routines. They use their observations of what children have enjoyed playing with to provide favourite activities when new children

become upset. Staff use a range of techniques to make it easier for children to choose what they want to play with. For example, they use picture boards and photographs so that children can communicate their interests. This supports them as they become familiar with the adults who are caring for them.

The provider works well with parents and children when they are preparing for the move to school. Staff visit local schools with children and provide detailed information about children's achievements for parents and children's new schools. The provider works with other professionals including school staff and specialists to ensure that the move to school for those children with special educational needs and/or disabilities is managed well.

Lunch and snack times are relaxed and sociable occasions. Children sit and chat with their friends and staff talk with them to develop their awareness of healthy foods and hygiene routines. Staff provide nutritious snacks, and milk and water are offered for the children to drink. Older children confidently pour their own drinks and serve their foods, while staff help younger children who are still developing these skills.

Children learn about how to keep themselves safe. Staff teach about road safety during local trips when children use different pedestrian crossings. Staff provide road safety resources for children to use in role play games to reinforce their learning. Children enjoy a varied range of trips and visitors, which give them opportunities to learn about healthy and safe practices. For example, they visit the local dentist to learn about caring for their teeth.

Clear boundaries and a consistent staff approach to sharing mean that children are learning to take turns with the toys. Children explain to each other about how to use a timer for sharing and this fosters caring friendships between children.

### **The effectiveness of the leadership and management of the early years provision**

The provider has addressed the actions and recommendations made at the last inspection. She uses a range of embedded techniques to review and evaluate her provision, demonstrating a commitment to continuous improvement. There is an established deputy manager in place and a further member of staff has been appointed as the third person in charge to manage the provision in the absence of the provider and deputy manager. Photographs of staff are displayed in the foyer area so that parents and visitors are clear on the seniority of staff.

Staff have a good understanding of how to safeguard children. They confidently describe the reporting procedures they would follow if they had concerns about a child in their care. They are clear about key policies and carry out risk assessments to minimise hazards to children. Robust induction procedures mean that new staff are familiar with health and safety procedures. Ongoing staff supervisions mean that these routines are reviewed regularly with all staff to ensure good practice is carried out by all. Recruitment procedures include taking up references, and the provider completes Disclosure and

Barring Service checks for all staff to check their suitability for working with children. Staff fully understand set procedures with regard to the use and storage of mobile phones and the supervision of students and visitors to the setting. All these measures contribute to safeguarding children while they are at the setting.

Partnerships with parents are strong. Parents complete regular questionnaires to provide feedback on the setting. These show that parents are happy with the service provided and they feel involved in their children's time at the pre-school. Parents take part in planned trips and are invited to various events including sports day and end of term parties to develop these partnerships further.

The provider has introduced a range of strategies for managers and colleagues to review their own and each other's practice. This means that staff are sharing good practice and helping each other to learn. The focus on supporting children as they develop their communication skills gives staff clear targets for practice, which they discuss and share at staff meetings. They review and discuss different routines to ensure that they are all using the same approach with children. For example, staff reviewed the strategies they use to engage children in tidy up time. The provider monitors all children's folders to ensure that staff are making effective observations in each area of learning and that individual children are making progress. The introduction of her own development plan and regular liaison with the advisor from the local authority means that the provider uses a range of effective techniques to review the provision and identify areas for development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY444537
<b>Local authority</b>	Havering
<b>Inspection number</b>	979467
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Nisha Sobhanan
<b>Date of previous inspection</b>	18/03/2014
<b>Telephone number</b>	01708 471151

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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